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ABSTRACT

Findings from a study that examined the perceptions of New York public school superintendents toward specific administrative job applicants with respect to job title and sex and the impact on women's career paths in educational administration are presented in this paper. The first methodological phase, which examined the relationship between superintendents' gender expectations and their consideration of job applicants, surveyed all New York State superintendents. A 78 percent response rate was elicited. Phase 2, which had a 76 percent rate, surveyed 641 administrators to gather descriptive data about administrator characteristics. Findings indicate that applicants' gender or job titles had no effect on the superintendents' perceptions of viable candidates for traditional administrative positions. Certain positions, however, were isolated. The low number of women superintendents could be due to a lack of career aspiration. One table and three figures are included. (3 references) (LMI)

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A Study of the Career Paths of Administrators in Central Office Positions in New York State Public Schools

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A Study of the Career Paths of Administrators in Central Office Positions in New York State Public Schools

Clara Goldberg Ed.D.

The growth of administrative tasks in education has become evident in recent years, and with it, an increase of administrative job titles has developed. The purpose of this research was to examine the perceptions of New York State public school superintendents toward specific administrative job applicants based on job title and sex, and impact, if any, on the career paths of women in the expanded bureaucracy of public school central administration.

We have come a long way from the one room schoolhouse of the 19th century where, "In the early days of public schooling in the United States, the teacher did everything, including administration" (Shakeshaft, 1987, p. 30). At that time, schools had not yet formed the hierarchical organization found in the 20th century. Schools began to grow in size and complexity as the federal government's requirements made it necessary for them to create new positions in central administration to monitor and evaluate new programs.

New York State has felt the results of the federal government's requirements and its bureaucratic organization grew as well. A review of Nassau County during the 1980s revealed that many local school districts employed administrators with the titles of administrative assistant, administrative assistant for business, assistant to the superintendent, director of special education, director of pupil personnel, coordinators of elementary or secondary curriculum or curriculum coordinators. These job titles are found in central office positions with some variations and are the focus of this research.

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Women administrators in New York State have entered public school administration in greater numbers during the 1980s. However, it is noticeable that women are still unable to make significant gains in achieving the superintendency according to the New York State Education Department study Women Administrators in New York State (1990. Regardless of the fact that bureaucratization of public school administration has occurred in recent years women are continuing to represent a small percentage of the administrators acquiring traditional central office positions and superintendencies.

Therefore, it is important for women who may be entering public school administration through the new career paths created by the increased bureaucracy to make career decisions with an understanding of how these positions are perceived by superintendents when applying for more traditional administrative jobs or jobs that represent the next step up the career ladder.

RESEARCH DESIGN AND METHODOLOGY: Phase I

This research was carried out in two phases. The purpose of Phase I of this study was the examination of the perceptions of New York State public school superintendents toward job applicants based upon applicant job title and sought to determine if gender expectations played a role in how superintendents viewed applicants as they considered them for specific openings.

In order to achieve an accurate assessment of superintendents' perceptions toward the applicants it was decided that all public school superintendents in New York State would be surveyed. The purpose of the survey was to determine how superintendents viewed administrative applicants for positions based on their title or their title and sex.

A survey, which consisted of 24 forms of a one-page questionnaire, was utilized asking superintendents to rate hypothetical candidates based on their present job titles. Eight titles were used: administrative assistant, administrative assistant for business, assistant to the superintendent, director of special education, director of pupil personnel, coordinator of elementary education, coordinator of secondary education, curriculum coordinator K-12. These applicants were to be rated for one of the following traditional administrative openings: elementary principal, middle school principal, high school principal, principal of a school for the handicapped, assistant superintendents for personnel, curriculum, instruction, and business. The task of having each superintendent rate all eight openings for all applicants was considered to be too overwhelming, time consuming and confounding, therefore 24 forms were generated and one of the 24 forms was randomly assigned to each superintendent.

Three basic conditions were applied to the 24 forms. (a) The first condition listed the job applicants with No-Names, thus there were eight forms with this condition. The No-Name form enabled the researcher to examine the superintendents' ratings of job applicants by titles only. (b) Eight forms, referred to as Male/Female forms, listed the applicants by title and a male or female name that was randomly assigned to each applicant. (c) The remaining eight forms, referred to as Female/Male, forms reversed the sex of the applicants. The forms with male and female names permitted examination of the superintendents' preferences by the sex of the applicants, as well as their job titles.

A seven point rating scale was listed next to each applicant. Smaller numbers were used to indicate a lesser preference for selecting

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the applicant as a viable candidate and higher numbers offered a greater preference for selecting an applicant as a more viable candidate for an administrative job opening.

Response Rate

At the conclusion of Phase I of this research, a response rate of 83.06% was achieved with a usable response rate of 77.78%. There was a minimum of 20 and a maximum of 28 responses for each form.

Data Analysis

Multidimensional scaling (MDS), a class of techniques that enables a researcher to uncover "hidden structure" of data (Kruskal & Wish, 1978, p. 5), was chosen as the most appropriate statistical procedure for Phase I of this study because it could be applied to assess perceptions or preferences in a nonconstraining manner. This type of scaling can systemize data by representing the similarities or differences of that data spatially on a map.

Phase II

The purpose of Phase II of this study was to examine descriptive data about administrators presently holding the eight job titles of the applicants listed in the questionnaire in Phase I. It sought to answer the following questions: (a) What are the career goals of the administrators who presently have the Phase I applicants' titles? (b) Is there a difference between the career goals of male and female administrators with these titles?; (c) Are the salaries of male and female administrators with these titles equitable?; (d) Are the titles held by women defined more as staff or line positions as compared to men with similar titles?; (e) Is there a difference in the education degree status of the male and female administrators with these titles?

The New York State administrative positions examined by this research are the titles of the applicants in Phase I of this study. There were 1076 administrators listed with the eight titles. Out of that population, 641 administrators were surveyed.

Response Rate

The overall response rate was 82.8% with a usable response rate of 76.1%.

Data Analysis

The data from Phase II were analyzed using descriptive statistics and a one-way Analysis of Variance was run to determine if the groups differed significantly among themselves.

RESULTS AND CONCLUSIONS

In order to view the preferences untainted by the sex of the applicant, it was appropriate to examine the preferences of the superintendents who completed the form with the first condition which provided the superintendents with the applicants' present administrative titles and listed no name representing the sex of each applicant.

Administrative Assistant for Business--No Name

Without any name attached to the title it was obvious that the superintendents preferred the administrative assistant for business as a very viable candidate for the position of assistant superintendent for business ($\bar{X}$ = 6.57). They did not however view the applicant as a very viable applicant for the other openings.

Coordinator of Secondary Education--No Name

The coordinator of secondary education was viewed as a very viable candidate for the opening of high school principal ($\bar{X}$ = 6.00) and a viable candidate for the opening of assistant superintendent for

instruction ($\bar{X}$ = 5.00). However, the coordinator of secondary education was not viewed highly as a candidate for an elementary principalship ($\bar{X}$ = 2.84).

Assistant to the Superintendent--No Name

The assistant to the superintendent was viewed as a viable candidate for the opening of assistant superintendent for personnel ($\bar{X}$ = 5.69), and assistant superintendent for business ($\bar{X}$ = 5.32). The superintendents did not view this candidate as very viable for the elementary, middle school, and, school for the handicapped principalships.

Director of Special Education--No Name

It is clearly reflected by the mean that the superintendents preferred the director of special education as a candidate for the opening of principal of the school for the handicapped ($\bar{X}$ = 6.57). It is interesting to note that there wasn't a strong preference for any other job opening.

Director of Pupil Personnel--No Name

The director of pupil personnel was viewed as a very viable candidate for the opening of principal of a school for the handicapped ($\bar{X}$ = 5.70).

Coordinator of Elementary Education--No Name

The coordinator of elementary education was viewed as a very viable candidate for the opening of elementary principal ($\bar{X}$ = 6.28). The coordinator of elementary education was also preferred as a candidate for the opening of middle school principal ($\bar{X}$ = 4.92) and principal of a school for the handicapped ($\bar{X}$ = 4.52).

Coordinator of Curriculum K-12--No Name

The coordinator of curriculum was viewed as a very viable candidate for the opening of assistant superintendent for curriculum ($\bar{X}$ = 6.64) and assistant superintendent for instruction ($\bar{X}$ = 6.48). In fact the coordinator of curriculum K-12 was preferred as a candidate for almost every opening except assistant superintendent for business ($\bar{X}$ = 3.71).

Administrative Assistant for Instruction--No Name

The administrative assistant for instruction was rated as a viable applicant for elementary principal ($\bar{X}$ = 5.32), assistant superintendent for curriculum ($\bar{X}$ = 5.77) and assistant superintendent for instruction ($\bar{X}$ = 5.91).

Means for Conditions with Gender Identification

The means and standard deviations generated from the superintendents responses to the two conditions of male and female applicants demonstrated no difference in the superintendents' preference. Regardless of sex the superintendents viewed the applicants similarly. However, given the limitations of descriptive data it was difficult to determine if sex had an influence on the superintendents' preference for viable candidates. A Multidimensional scaling was done to provide a clearer picture of the respondents' preferences.

Multidimensional Scaling Analysis

Multidimensional scaling is a series of analyses used to form a more complete picture of this data. The raw data requires preprocessing before the MDS procedures can be accomplished. Since the focus of the MDS analyses was on the perception of the superintendents as a group, means and standard deviations were generated for each job opening crossed by each applicant.

The first data set that was input into MDS therefore consisted of a rectangular matrix where the columns were the job openings and the rows were the applicants crossed by the three conditions: No-Names, Male Names, and Female Names. For example the first column represented the opening for an elementary principal. The first eight rows represented the eight applicants with no names, the second group of rows represented eight applicants with male names, and the third group represented eight applicants with female names. The body of the table consisted of the mean ratings for each.

The first analysis attempted to scale the applicants and the openings at the same time. This analysis indicated that the solution was probably around two dimensions. However, because there was ambiguity in terms of improvement in RSQ (R-Square) and reduction in SSTRESS (a badness-of-fit measure), it was decided that separate multidimensional scaling analyses be performed in order to examine the applicants separately and the openings separately. In order to accomplish this, proximity matrices needed to be derived from the mean matrices. A proximity indicates, "how similar or how different two objects are, or are perceived to be" (Kruskal & Wish, 1978 p. 7). Using the mean matrix two proximity matrices were generated. The first focused on the similarities among the applicants; the second focused on the similarities among the openings.

MDS of Applicants

A two-dimensional solution seemed to be the most appropriate based on the considerations of the RSQ and the interpretability of the spatial configuration.

The interpretation of the two-dimensional solution for the applicants alone provided an interesting visual representation of the superintendents' views of the applicants as viable candidates (see Figure 1). As seen in Figure 1, the horizontal axis represents dimension 1 and the vertical axis represents dimension 2. Dimension 1 differentiates curriculum and non-curriculum, with the coordinator of secondary education (CSEC) and the coordinator of elementary education (CELED) grouped closer to the coordinator of curriculum K-12 (CCURR) and the administrative assistant for instruction (AAI). At the other extreme the administrative assistant for business (AAB) anchors the other side of the dimension. Although the assistant to the superintendent (ATOSUP), directors of pupil personnel (DIRPPS) and special education (DIRSPED) are on the side of the administrative assistant for business they are in actuality closer in proximity to the curriculum end. They are seen as somewhat intermediary on this dimension.

It is obvious that the superintendents' overall perception of the title administrative assistant for business is isolated and at the extreme. Thus, this first dimension focuses on the differentiation of those with curriculum/instruction and non-curriculum/non-instruction.

Dimension 2 provides a different view of the titles. Dimension 2 differentiates the directors of pupil personnel (DIRPPS), special education (DIRSPED), coordinators of elementary education (CELED) from the others. Since the coordinator of secondary education (CSEC) anchors one extreme and the coordinator of elementary education (CELED) anchors the other side in close proximity to the director of special education

Figure 1

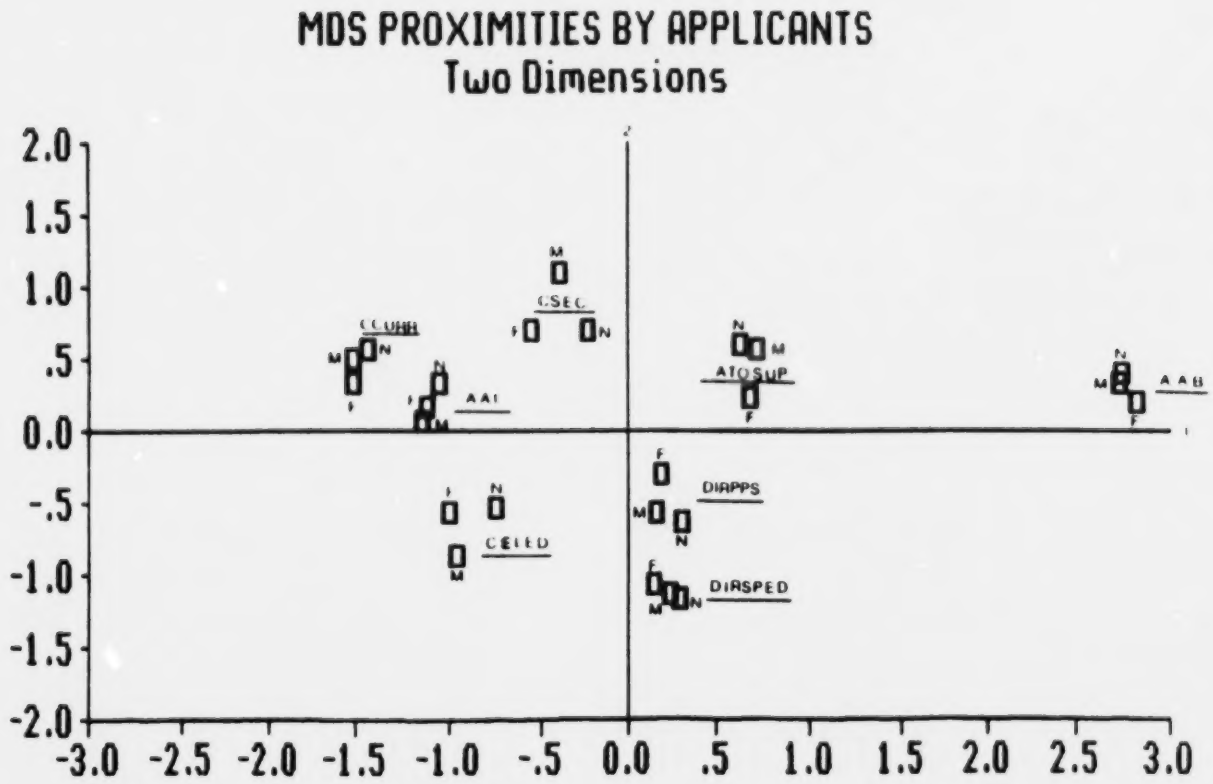

MDS PROXIMITIES BY APPLICANTS
Two Dimensions
2.0
1.5
1.0
.5
0.0
-.5
-1.0
-1.5
-2.0
-3.0 -2.5 -2.0 -1.5 -1.0 -.5 0.0 .5 1.0 1.5 2.0 2.5 3.0
CSEC
AAI
ATOSUP
AAB
DIRPPS
DIRSPED

Table 1

Key to Figures

Code	Title
AAB	Administrative Assistant for Business
AAI	Administrative Assistant for Instruction
ATOSUP	Assistant to the Superintendent
CELED	Coordinator of Elementary Education
CSEC	Coordinator of Secondary Education
CCURR	Coordinator of Curriculum K-12
DIRSPED	Director of Special Education
DIRPPS	Director of Pupil Personnel
N	No-Name
F	Female
M	Male
ASUPPER	Assistant Superintentent for Personnel
ASUPINST	Assistant Superintendent for Instruction
ASUPBUS	Assistant Superintendent for Business
ASUPCURR	Assistant Superintendent for Curriculum
HS	High School Principal
MID	Middle School Principal
ELEM	Elementary Principal
HANDI	Principal of a School for Handicapped

and director of pupil personnel, this dimension appears to separate elementary from secondary.

Both dimension 1 and dimension 2 visually depict clustering of applicants with no difference due to the sex of the applicants (see Figure 1). Note that in each case the No-Name, Male, and Female applicants are in close proximity for a given type of applicant.

MDS of Openings

The multidimensional scaling of the openings also yielded a two-dimensional space accounting for 99% of the variance.

Dimension 1 provided a view of the openings that depict non-instructional openings at one extreme and instructional openings on the other. Again it is is clearly evident that the assistant superintendent for business (AAB) opening in dimension 1 is at the extreme end while instructional openings and the principalships of the elementary and school for the handicapped are in close proximity to one another (see Figure 2). On the other hand dimension 2 provided a view of the openings that depict the elementary principalship and the principalship of the school for the handicapped in one extreme and the secondary and central office positions in another.

MDS of Applicants and Openings

Given the clearer representation of the separate analyses it was possible to return to the two-dimensional solution of the combined analysis for further clarification. This is presented in Figure 3. The closed boxes in Figure 3 (indicate the openings while the open boxes indicate the applicants). The proximity of the applicants to the openings indicate which ones would be considered for a particular opening.

Figure 2

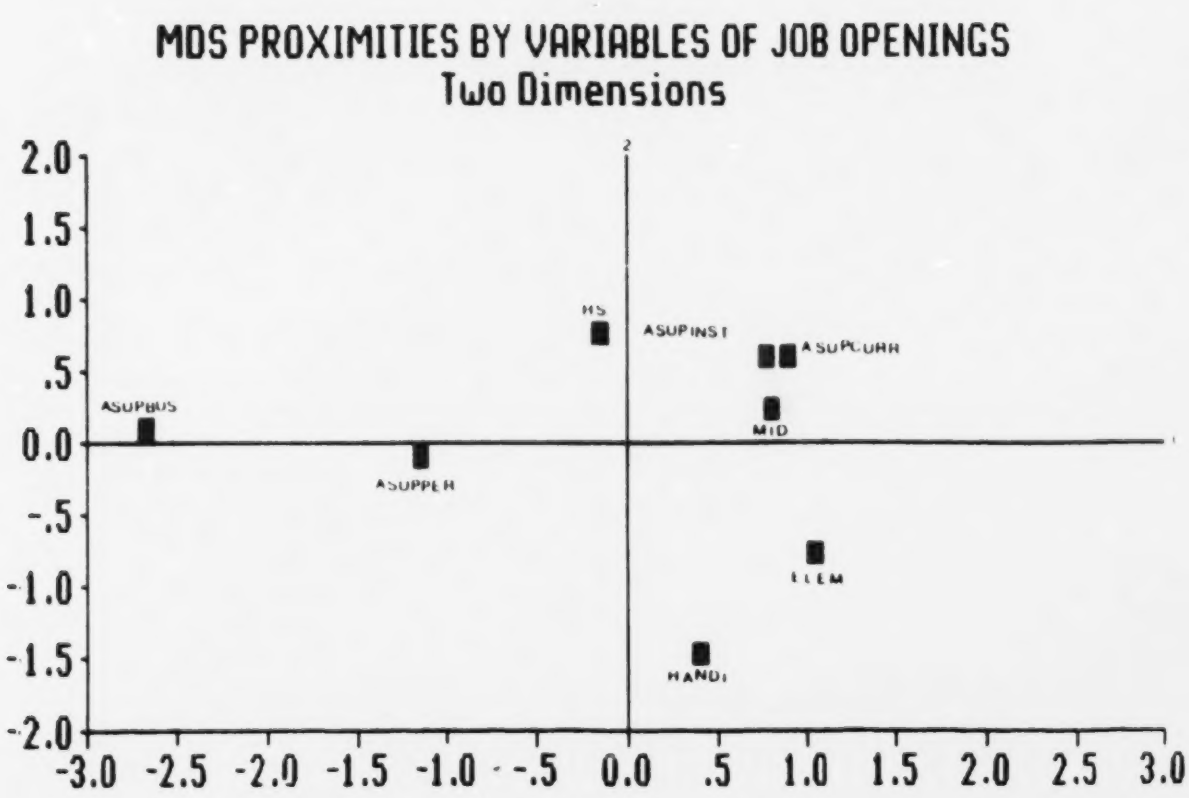
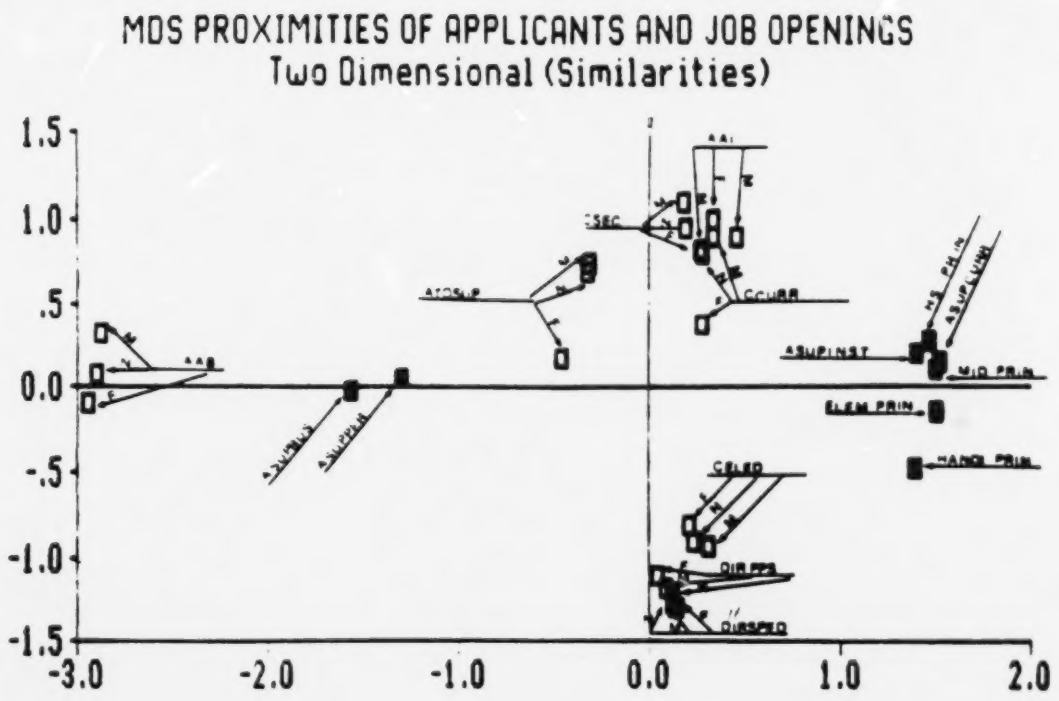

MDS PROXIMITIES BY VARIABLES OF JOB OPENINGS
Two Dimensions
2
2.0
1.5
1.0
.5
0.0
-.5
-1.0
-1.5
-2.0
-3.0 -2.5 -2.0 -1.5 -1.0 -.5 0.0 .5 1.0 1.5 2.0 2.5 3.0
HS
ASUPINST
ASUPCURR
ASUPBUS
MID
ASUPPER
ITEM
HANDI

Figure 3


MDS PROXIMITIES OF APPLICANTS AND JOB OPENINGS
Two Dimensional (Similarities)
1.5
1.0
.5
0.0
-.5
-1.0
-1.5
-3.0
-2.0
-1.0
0.0
1.0
2.0
ASUPINST
MID PRIN
ELEM PRIN
HANDL PRIN
CSEC
GCHRR
CCLER
DIRPPS
DIRSPEO

Dimension 1 upon review reflected a consistent pattern of instructional titles positioned together at one end, inclusive of the elementary, pupil personnel and special education. While at the other end are non-instructional titles; administrative assistant for business and assistant to the superintendent, and the assistant superintendents of business and personnel. Dimension 1 separates instruction versus non-instruction or business in both openings and applicants. Those with the same type of instructional responsibilities appear more appropriate for the instructional openings while the administrative assistant for business is viewed as more viable for the assistant superintendent for business opening. Dimension 1 is named the instructional dimension.

Dimension 2, the vertical axis of the configuration, provided a second dimension underlying the perceptions of similarity in the group. The elementary, special education, and pupil personnel titles are at one end and the secondary, assistant superintendencies, and instructional titles are at the other end. Dimension 2 separates elementary and secondary education with handicapped clustered in the same area as elementary. The coordinators for elementary education and the directors of special education and pupil personnel appear more appropriate for the elementary principalship and the principalship of the school for the handicapped, while the coordinator of secondary education, administrative assistant for instruction, and coordinator of curriculum K-12 are more appropriate for the principalships of the middle school and high school, as well as the assistant superintendents for curriculum and instruction. Dimension 2 is named the elementary-secondary dimension.

It is clearly depicted in the MDS proximities of applicants and job openings that the sex of the applicants had no underlying effect on the superintendents' perceptions (see Figure 3).

Phase II

Phase II examined the career aspirations of administrators.

Goal by Title

The relationship of the administrators' goals with their titles was determined to be significant (X^2 = 291.28, df = 45, $p < .01$) and meaningful (Cramer's V = .34551). In order to interpret this significance the cell breakdown was examined in detail for comparison purposes. From the total number of administrators there were 21.3% who aspired to become superintendents. Of those administrators who aspired to become superintendents 23.1% were coordinators of curriculum K-12, 17.3% were administrative assistants, 42.3% were directors of pupil personnel and special education, 9.6% were coordinators of secondary education, 5.8 % were coordinators of elementary education, 1.9% were administrative assistants for business.

The titles of directors of special education and pupil personnel were combined after it was determined that both titles overlapped into both job descriptions. In other words, many directors of pupil personnel were also the directors of special education in their districts, and the directors of special education had many of the responsibilities of the directors of pupil personnel.

Only 2.9% of the total number of respondents aspired to the position of assistant superintendent for business. Of the those who aspired to this position 71.4% were administrative assistants for business and 21.4 % were administrative assistants.

The largest single percentage of administrators (44.5%) wanted to stay in their present positions. Directors of special education and pupil personnel represented 47% of those who wanted to stay put.

Only 5.3% of the total aspired to an elementary principalship, 6% to a middle school principalship, 7% to a high school principalship and .6% to a principalship of the school for the handicapped.

Examination of differences between the career aspirations of male and female administrators proved to be significant as well. The frequencies and percentages of the overall relationship between goal by sex was determined to be significant ($X^2 = 37.83$, df = 9, $p < .01$) and meaningful (Cramer's V = .27844). Interpreting this significance required examination of the cell breakdown in detail. There were 21.3% of the total number of respondents who aspired to be superintendent. Of those administrators who aspired to be superintendent 74% were males and 26% were females. It is interesting to break down the percentages within the groups as well. For example, of the total number of male administrators who responded to this survey (283), 15.8% aspired to be superintendent; only 5.5% of the total number of women (205) who responded to the survey aspired to the superintendency.

Those administrators who desired to stay in their present position accounted for 44.5% of the total population. Of that total 57.6% were males and 42.4% were females. It is interesting to note that of those administrators who wanted to be elementary principals, 80.8% were female and 19.2% were male. This accounted for only 1.8% of the total number of male administrators who responded to the survey and 10.2% of the total number of women who responded.

The difference between the salaries of male and female administrators also proved to be significant. The frequencies and percentages of the overall relationship between salary and sex was determined to be significant (X^2 = 47.98, df = 9, $p < .01$) and meaningful (Cramer's V = .31419).

Examination of the cell breakdown of the salaries of these administrators presented interesting patterns. At the lowest end of the salary scale women accounted for the greatest percentage. As the salary levels increased the percentage of women decreased. For example the greatest percentage of the administrators (83%) who responded to this survey earned a salary between $60,000 to $64,999. Men represented 67.5% and women represented 32.5% of the administrators earning that salary.

Of those administrators earning less than $35,000, women accounted for 64.7%. Of those administrators earning between $35,000 and $39,999 women accounted for 61%. As the salaries increased the percentage of men earning those salaries increased and the percentage of women decreased.

Those administrators earning over $75,000 represented 12.8% of the total number of respondents. Examination of columns pointed out that 15.7% of all the male administrators received a salary of $75,000. Only 8.8% of the total female population received that salary.

Implications

As noted previously there has been an increase in the bureaucracy of central administration in public schools and possible new career paths for women in educational administration. With that concept in mind, women have made some progress in assuming some of the newer

administrative positions in public school central administration. However, it is not known whether or not these positions have enabled them to earn the same salaries as their male counterparts, nor is it known if these positions are steps up the career ladder toward the traditional positions that lead to the superintendency. It seems critically important to this researcher, that, although there has been an increase in women entering administration, women still do not seem to be able to reach the superintendency as noted in the recent The University of the State of New York Study (1990) mentioned previously.

This research attempted to find out if women were perceived the same way as men when applying for traditional openings and if the titles which have been incorporated into the bureaucratic structure of public school central administration are productive steps up the career ladder in public schools.

The findings concerning the superintendents' perceptions of the eight administrative applicants' titles certainly showed specific clustering across the two dimensions. Dimension 1 clearly represented the superintendents' views about the applicants' titles as instructional or non-instructional titles. Dimension 2 represented their views about the applicants' titles as secondary or elementary titles. Both the instructional/non-instructional dimension and the secondary/elementary dimension clearly depicted no differences in the superintendents' preferences based on the sex of the applicants.

It was obvious that there seemed to be a clear perception from the superintendents' perspective that linked directors of special education and directors of pupil personnel. Based on the independent examination of the means and standard deviations, it also could be stated that the

views of the superintendents grouped these titles with some kind of commonality. That perception was certainly confirmed by the overlapping of actual titles that were part of the Phase II survey results. The directors of special education and directors of pupil personnel were so closely related, that the directors with both titles acknowledged many similar titles and job descriptions on the questionnaire. For example many directors of pupil personnel were also acting as their district's coordinator of special education or director of special education. Some listed their titles as director of special services which incorporated both titles and more, others noted that although they were directors of pupil personnel they were also the committee on special education chairpersons.

The analysis of this portion of the study noted that 50% of the directors of special education and pupil personnel who responded to the survey preferred to stay in their present positions, 10.8% wanted to become assistant superintendents of personnel, and 21.6% aspired to the superintendency. Yet when examining the MDS of the applicants and the job openings, the superintendents did not perceive these two directors as very viable candidates for the central office openings of assistant superintendent for personnel, instruction, or curriculum, but consistently viewed them as more viable candidates for the openings of principal for the school for the handicapped and the elementary principalship (see Figure 3). It is also interesting to note that neither of the directors of special education or pupil personnel aspired to either of those positions.

The findings of this research also revealed that the sex of the directors of special education and pupil personnel had little if any

effect on the perceptions of the public school superintendents when determining their viability as potential applicants.

The administrative assistant for instruction when examined on the multidimensional scaling map was clustered with the coordinator of curriculum K-12 and the coordinator of secondary education. Based on the superintendents' perceptions the concept of instruction and curriculum seemed to group these titles together. With that in mind it was interesting that the applicants with these titles were clustered in close proximity to openings of the assistant superintendent of instruction and the assistant superintendent of curriculum which are traditional steps on the career ladder toward the superintendency. They were also in close proximity to the traditional positions of high school principal and the middle school principal.

It was also interesting to note that the goals of the administrative assistants for instruction were to become superintendents or to become assistant superintendents for instruction. The coordinator of curriculum also strived for the superintendency and for the positions of the assistant superintendent for curriculum and instruction. However the coordinators of secondary education aspired to either the superintendency or to remain in their present positions, but they did not really strive for the assistant superintendents' titles nor to the building principalships which are the traditional career ladder steps toward the superintendency.

It was obvious from the multidimensional scaling analysis that there was no effect on the superintendents' views of the candidates based on sex.

The coordinator of elementary education was perceived by the superintendents as a viable candidate for the elementary principalship and for the middle school principalship. This applicant was also seen as a viable candidate for the opening of assistant superintendent for instruction. Of the coordinators of elementary education who responded to the survey, 21.1% did aspire to the elementary principalship. Most preferred to stay in their present position. Very few aspired to the superintendency. The sex of the applicants had no effect on the superintendents' perception. Women represented 63% of the respondents within the coordinator of elementary education category.

The administrative assistant for business was clearly perceived in a category by itself. The superintendents' view of this applicant was clearly as a very viable applicant for the opening for the assistant superintendent for business. The MDS map places the administrative assistant for business at the furthest extreme. Examination of the means and standard deviations confirmed the superintendents' view of this applicant as one in line for that opening. The administrative assistant for business was rated quite low for every other opening, in fact, it was rated the least viable candidate in every category except business. The administrative assistant for business did aspire for the position of assistant superintendent for business, in fact 52% of the applicants in this category aspired to that position. As was noted with all the other applicants' assessments, sex made no difference to the superintendents' perceptions.

The careful examination of the MDS graphs clearly pointed out that regardless of sex the applicants with the same titles, male, female, or no-name are located in very close proximity to one another.

The administrators who responded to the Phase II survey included 205 female administrators and 283 male administrators. Women who aspired to the superintendency represented only 13.2% of the female respondents. Whereas men who aspired to the superintendency represented 27.2% of the male respondents. This fact may require further research to determine the reasons that women's aspirations do not seem to be toward the superintendency.

Fewer than 1% of the administrators who responded, selected the principal of the school for the handicapped as a career goal. Only three administrators out of the 488 respondents selected this position as a career goal.

The largest single percentage (17.1%) of administrators who responded to the Phase II survey earned between $60,000 and $64,999. Of those administrators earning between $60,000 and $64,000, 67.5% were males, 32.5% were females. It was quite obvious when the results of Phase II were examined that as the salaries increased the percentage of women earning those salaries decreased. Of those administrators earning less than $35,000, 64.7% were women and 35.3% were men. At a salary greater than $75,000, 71% were men, 29% were women.

There was little difference between those administrators whose job descriptions included a staff or line of authority. Across all titles there were no significant differences and no significant differences between the male and female administrators.

There was no significant differences between males and females in respect to educational degree background. The largest number of respondents had earned a Masters Degree and a Certificate of Advanced Study. However, men did earn more doctorates (63%) than women (37%).

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One of the basic objectives of this research was to determine if the sex of an administrative applicant with the eight titles previously noted, had any bearing on public school superintendents overall perception of that applicant. Through the use of multidimensional scaling it has been determined that sex does not influence the superintendents' selection of viable candidates for traditional administrative job openings. It was also an objective of this study to ascertain how the superintendents perceived the titles of the eight applicants in respect to the various openings. Again multidimensional scaling played an important role in evaluating the data. Interpretation of the two dimensions revealed that the superintendents perceptions of the applicants focused in two relatively distinct groupings. The first was clearly instruction versus non-instruction with directors of pupil personnel and special education clustered together and business on the extreme. The second dimension which was a little less clear, was the difference between secondary on one side of the graph and elementary with special education and pupil personnel on the other.

There seems to be an equitable opportunity for both men and women when applying for administrative positions, at least, from the superintendents' perspective in New York State.

It does not resolve however, as noted in the recent New York State Study (1990), why there are few women attaining the superintendency. It was not the intention of this study to over interpret the data, nevertheless, the results from Phase II certainly provided insight into one possible reason why women were not moving into the superintendent's positions in public school education, and perhaps that was due to a lack of career aspiration. Although this study concentrated primarily on

middle management administrative positions, there was still a substantial response which noted that the male administrators aspired to higher administrative positions like assistant superintendencies and a greater percentage of men aspired to the superintendency.

As for educators contemplating a move into administration as a career, it should be noted that certain positions were isolated in the views of the superintendents. For example, there was no question that the administrative assistant for business title would certainly be a positive step toward the assistant superintendent for business opening. It is also clear, however, that it was not a position that was viewed positively when applying for other traditional openings like the elementary, middle school, or high school principalships.

A similar perspective should be placed on the positions of directors of pupil personnel and special education. There certainly existed a perception that applicants with those titles were viewed as very viable applicants for principal of the school for the handicapped, but not necessarily for the other openings on the building level nor central office positions.

It was also evident from the respondents of the Phase II survey that age and the number of years they held their title were insignificant when examining the differences of the men and women who responded.

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